

# Grade 12 2009 TRAINING

## KENTUCKY WRITING PORTFOLIO

### Table of Contents

Grade 12

Student Signature Sheet Included and Signed

☒ Y

N

(Circle One)

Number of pieces	Category/Descriptor	Content area At least one piece must come from a content area other than English/ language arts	Page
1	<b>Reflective Writing</b> (e.g., letter, personal essay)		
	Title: Born to Be Literate	English IV AP	1
1	<b>Personal Expressive OR Literary Writing</b> personal narrative, memoir, personal essay, story, poem, script, play		
	Title: My Gift to You, Grandma	English III APP	5
1	<b>Transactive Writing</b> various authentic genres (forms)		
	Title: HEALTH WEEKLY The LEGAL DRUG	English III APP	9
1	<b>Transactive Writing with an analytical or technical focus</b> various authentic genres (forms)		
	Title: Walking the Path of... Asperger Autism	Peer Tutoring	13
4	Total (must equal 4)		

PSH  
4/16/08

After the Table of Contents has been reviewed for accuracy and completeness prior to scoring, the person helping the student complete the portfolio should initial and date in the space provided to the left.

# Born to Be Literate

title helps establish purpose of writing

introductory details/sentences help provide context + establish purpose

When society reflects upon (location) as a whole, the message seems to be clear that "we" are not completely literate. However, when I think about my past, present, and future with reading and writing, I consider myself proficient in both. Even though, I was born and raised in the rural \_\_\_\_\_ area, my parents did not fit into society's stereotypical family. transition Unlike some families, both of my parents could read and write, both were high school graduates. After high school, my father became an entrepreneur, and my mother an elementary English teacher, therefore, it was to be set in stone that I would be a scholar before I was even born. In fact, my mother claims that during her pregnancy she would sit with novels, rub her stomach, and read aloud. By the age of three, my mother was making sure that I was singing all of my ABC's and writing them. I like to thank my mother for my acquired reading and writing habits, because before my first day of kindergarten, I was reading small children's books, as well as

examples of sentence structure concerns shows "some control"

intro narrows to focusing sentence establishes authentic purpose

writing my whole name, and various other words. My reading and writing habits followed me throughout my elementary school days and into middle and high school year, and now I am putting a close to my senior portfolio with the hopes that all of my hard work has paid off.

thesis! focusing sentence

Connects reading experiences to writing growth

Since the day of May 6, 1990, when I was brought into the world, reading has

been a part of my life. My parents would sit and rock me to sleep while reading stories such as, **The Three Little Pigs** and **Little Red Riding Hood**. While a toddler, I had my own mini library, full of all the classics. It was a daily routine for my mother or father to sit and read a story to me, sometimes reading it two or three times. During our special

examples of transitional elements

writing demonstrates effective transitions from sentence to sentence and paragraph to paragraph

reading times, they would point out words and have me say them by sounding out each letter. My mother was most memorable for doing this procedure. She also bought me tons of audible materials, in which I could listen to, and repeat what was said. I honestly believe that I had every educational toy or movie ever made throughout the 90's.

When I think of my earliest reading habits, I like to reflect upon 1994, when I was four years of age. Being that **The Three Little Pigs** was my all time favorite book, I would find myself going outside, yelling for my dog, *Sam*, and reading to him the same book over and over for many hours at a time on the front porch. Believe it or not, he would actually sit the whole time and listen to me! However, he was not the only one I would torture with continuous reading. My cousins, K \_\_\_\_ and K \_\_\_\_, who were younger than I, would sit for hours and listen to me "preach" the words of my mini book collections. Although, they like to claim that I am the reason they do not voluntarily read novels now, I like to think I made it interesting by retouching the stories, using the illustrations into my own words. I did this quite often to every story I read. My parents claim to this day that they have heard at least a hundred versions of "Little Red Riding Hood" from the author herself, ME!

Although throughout my younger years of life, I enjoyed reading, because it was new and exciting for me! But once I wrote my first *real* story, I learned that writing was my passion. Like I said before, every story I would read, I would change, and put it into my own words, as if I had actually rewritten the whole thing. My mother likes to think that she passed the gene of *loving to write* to me; although, I like to think it's something I acquired on my own. I love writing something that I feel, imagine, or even experience into words, and always have.

some misuse of commas

overuse of commas contributes to difficulties with sentence structure

shows writer's voice

misuse and/or overuse of commas influences correctness score as well as sentence structure

communicate effectively with reader/audience

example of awkward sentence structure

In fact, it all began during third grade, around the middle of October. The teacher assigned the class to write a scary short story for Halloween. The limit was one page, and I found myself writing two. That afternoon, when arriving home from school, I remember my mom being astonished for my accomplishment of writing the two page story. However, she claimed, "Sweetheart this is a great story, but it isn't actually scary!"

reflects upon experience that influenced writing development

examples of effective word choice

I hated and still hate terrifying plots, however, at a young age I didn't quite understand how in depth the reader would become in such gut wrenching action.

example of correctness issue - comma instead of semi-colon

Therefore, with the help of my mom, I made my friendly ghosts into howling nightmares.

I was a proud author of the piece; I believe everyone in my family read the grueling story.

I can remember my grandmother shivering "in fear" from the terrifying words she comprehended from the plot. She now asks to read my work, to this very day. In fact, she cried when she read my personal narrative "My Gift to You, Grandma." This is the type of work I love to share, the type that brings raw emotions from the audience.

effective transitions helps writer organize writing

Still today, I do not have any issues with having multiple audiences of my pieces.

In fact, I would love to one day write a book. I imaging myself sitting down to place the piece together, gathering my data on the topic, and tweaking the plot to make audiences entranced on every word. I assume this is why I had no conflicts with completing my portfolio. In fact, to this very day, when my

English class assigns a

novel, I construct ways within my mind, in which I would change the characters to make them more realistic, or perhaps the figurative language in which could be placed into the lines. "Cold Sassy Tree" composed by Olive Ann Burns, is one of my all time favorite books, because like the plots I enjoy writing, Burns brings reality to the lines in the book.

some repetition imprecise word choice overall acceptable

[Reality in which all readers can somewhat relate to.] Everyone loves to read something

sentence fragment

Overall, writing demonstrates depth of idea development with specific, relevant details/ support

they can relate with, or perhaps find extremely interesting, because unlike me, everyone doesn't love to read or write.

Reading and writing must involve something relating to me, because it is something that I do on a regular basis. However, unlike me, there are many who do not feel the same, because I am sure that it all did not begin for them from day one. Although it did begin in 1990, I am sure it will last until the very end, because I could not analyze myself without proclaiming that I am a READER and I am a WRITER, because no matter where I go in life or what I do, those habits will always be something that will follow me throughout life. Without reading and writing I could not succeed in school or in life, perhaps my portfolio would not be as proficient as I believe it is, because I was born to be literate in the hills of location

attempts  
complex  
sentence  
structures  
but lacks  
overall  
control  
of sentence  
structure

reconnects with  
original purpose;  
brings writing to  
effective conclusion

Difficulties with  
punctuation (overuse  
of commas, particularly)  
demonstrate only  
"some control"

Overall, organization  
is logical. Extra  
details / awkward  
sentences influence  
sentence structure  
indicator score /  
structure subdomain

# My Gift to You, Grandma

By: N \_\_\_\_\_ T \_\_\_\_\_

The expression on her face and the look in her eyes match the words coming from her lips. My heart swells with pride and breaks with sorrow. She is giving me a precious gift, a gift of insight to the life of a beautiful, beloved person, my grandma. As far back as I remember my grandma has always told *amazing* stories. She has a special way of telling stories... the hardships she despised and the good times she loved. "Life can be what you make out of it," she has always told me.

intro leads reader into story

"Grandma, could you tell me again how you and Grandpa met?" I asked while helping her set the table for dinner. She smiled and I knew this was going to be good!

story engages readers

Sitting down, Grandma began, "Well, one evening while Ma and Pa were gone, and I was left in charge of all the young'uns, a dark handsome young man made several trips up and down the hollow in his car. I was sweeping the porch while the younger kids were playing, and I kept noticing that he kept traveling the dusty road several times..."

By now I was totally entranced. I loved hearing the story of how Grandpa and Grandma first met. It sounded like something that comes from a story book.

6.

*details contributes to focused purpose*

Carefully folding the freshly washed towels, Grandma continued, "Being a

*uses dialogue to develop ideas*

very shy girl, I would blush and duck my head every time the car would pass. I

knew the name of this fellow already. B \_\_\_\_ N \_\_\_\_ was very popular among all

the girls! After the third time the car passed by, I ran around the house to pretend

to be hanging up clothes to dry. But then I heard the motor kill out in our

driveway. I panicked! I ran into the house and peered out of the bedroom window.

*effective use of narrative with readers*

That young handsome man with dark hair was walking up the sidewalk and onto

*acceptable word choices*

the porch! I heard the front door slam and I knew he had been let in the house by

one of the young'uns. I grabbed my brush and ran it through my long black hair

rapidly. My heart was racing. All of a sudden there was his figure looking back at me right there in my own mirror!"

*transition could be stronger for better understanding*

I giggled. I could see my grandma, younger, with fair skin and long black hair. I thought to myself, I bet she was beautiful. *shows awareness of audience's needs*

*idea development could be strengthened*

Grandma stood up and stomped her foot to imitate how she reacted to grandpa, "I said to him, 'B\_\_\_\_, Ma and Pa aren't here. You have to leave now!'

He smiled sheepishly, 'From the first time I laid eyes on you, I knew you had to be mine.' He was right. I was his from that day on. We were married for fifty years and had ten kids."

*story transitions*

I smiled. I could just imagine Grandma standing there with that hairbrush.

*transition returns to purpose*

Lying in bed that night, I couldn't keep from thinking about Grandma. This woman is so important to me. What could I do for or give Grandma to add to her life? The beach! My grandmother had never seen the ocean. She always told me

reflects upon what grandma would like  
 she would love to walk the beach, collect the seashells, and feel the sand between her toes. Being in her eighties, she is no longer able to travel; and she always told me she would love to go to the beach. But not being no story teller, I could let her make a trip to the beach through the gifts I brought for her.

So, the first gift I brought back a huge seashell I found lying in the sand. I said to her, "Grandma, here is a seashell I know you would want to collect."

She smiled and gave me a big hug. She said, "This is just like the one I imagined."

The second gift I gave her a jar full of white sand from the very same beach. "Grandma, here is the sand you wanted to feel between your toes."

She replied with a big accepting smile, "Just like I imagined."

The third gift was most remarkable. I took my mother's video camera and made a special video for my grandmother, *A Walk on the Beach*. And for one hour I walked the beach with the camera. I taped every aspect of the beach, from the waves crashing into the shoreline, to the seagulls flying in the sky, and the white sand for miles and miles.

When we returned home from this trip, I told my grandmother I had something very special for her to watch. We walked into the living room and I placed the tape into the VCR and pushed play.

"Grandma, here is your walk on the beach."

We sat in total silence throughout the whole film and when it was over and I looked over at my grandma, she had tears in her eyes. I went over to her and

grammar errors but overall shows control - doesn't interfere with understanding

shift here indicates problem with idea dev, organization, transitions

some effective transitions sentence structure error but overall - shows control of sentence structure

\*see note - last page

- Communicates effectively with audience
- Conveys writer's voice; for the most part - addresses needs of audience



clasped her hand, "Grandma, this is my gift to you." She grabbed me and hugged me tight. Realization fell upon me that day, as I concluded that giving a gift can mean so much more than receiving it!

Overall, the writing establishes a focus on Grandma's story and <sup>the</sup> narrator can give Grandma. Focus is maintained through the end where writing concludes with Grandma's reaction and writer's realization.

\* Shift at top of second page shows a difficulty first with idea development. Reader does not have enough details / support to completely understand the shift from discussion about Grandma to narrator's trip to beach. Organizationally, there is a lapse in coherence at this point. Because there is no smooth transition here, reader may also be confused at this juncture.

how and why narrator is getting gifts

This is an example for scorers to discuss the difference between a focus problem vs. a structural problem.

# HEALTH WEEKLY

## The LEGAL DRUG

By: N \_\_\_\_\_ T \_\_\_\_\_

title attempts to establish focus - what? legal drug

attempts to

establish a focus but intro. is confusing to reader

attempts to engage audience - is not completely successful

correctness issues - punctuation - citations

some details! information is out of place - causes lapse in focus

Hey You! Yeah, I am talking to you, the one who smells of smoke and has those dreadful yellow teeth. You must be a user! Don't deny it. I can tell it a mile away! So, smokeless or smoke? Oh! Smoke! No, I'm not talking about drugs. I am talking about tobacco! A few more questions,

Do you enjoy inhaling car exhaust fumes? Do you know that according to the website: (<http://stepupnc.com/know/effects.com>), every time you take a puff off that cigarette you are inhaling over 600 deadly ingredients alone! These ingredients include: Acetic Acid that is found in vinegar, Acetone found in nail polish remover, and even Butane which is found in lighter fluid.

These ingredients are just as deadly as the ingredients put into meth or cocaine, and 45 million Americans are putting these poisonous materials into their systems every day. According to the **2007 Cancer Facts and Figures**, tobacco alone kills more than 170,000 deaths a year! Have you ever heard of that many deaths

caused by illegal drugs? Probably not! Along with marijuana, tobacco should be illegal.

Illegal drug users appear to be "druggies" right? They usually look older than what they are, and their teeth are rotten yellow. Have someone smell your breath... I bet they tell you that you could use some gum right now! Then look at yourself, you probably have lines appearing in your face, and your teeth could use a cleaning. Like illegal drugs, tobacco affects your appearance. However, we all know illegal drugs have a faster affect on your appearance. According to the website(<http://stepupnc.com/know/effects.com>), tobacco takes at least 10 to 20 years to apply affects to your appearance. You may laugh and say well I could quit in 20 years! Think again!

Like illegal drugs, tobacco is addicting. That's why you use it, right? It's a habit. Tobacco helps you organize your energy: it gives you stimulation. Tobacco gives you something to do, it gives you pleasure, or it helps you reduce stress in your life. Smoking alone

APPEARANCE

details ramble - lapses in focus

applies some characteristics of article genre

sections (appearance, addictions, effects)  
show attempt at logical organization but sections are not closely tied to focus

switched from "you" to "him or her" / "he or she"

Addictions

causes physical and psychological addiction. For him or her the craving for the next "cig" begins to build to moment he or she puts one out. Even smokeless tobacco use can lead to nicotine addiction and dependence. Quitting for the addicted smoker is difficult, like quitting cocaine. However, there are no support groups or rehabs to help us break the addiction. Most of the nicotine gum or pouches do not provide us with the pleasures that the "real" thing does. Therefore, most of the tobacco users do not stick with them.

Like illegal drugs, when a tobacco user tries to stop he/she has withdrawals and can experience crucial side effects. For example, my father has been smoking since he has been about sixteen years old. He is addicted. He had a scare for his life last year when the doctors told him he had a large dark mass on his right lung. Therefore, he tried to give up cigarettes. It was useless, being out tons of money on patches and gum. Nothing helped. Therefore, he tried to stop on his own. That's when he became nervous and aggravated over everything. He would sweat easily and have terrible headaches. After about two weeks he continued to smoke.

Tobacco like illegal drugs not only has negative appearance affects and addiction, but also has the high risk of diseases. Tobacco

leads to lung cancer, which is the leading cause of cancer death in the United States for both men and women, but yet tobacco is still legal. Lung cancer is, however, the most preventable cause of cancer deaths in our society. Wow! What a shocker huh? Therefore, according to the website: ([www.tobaccoharmreduction.org](http://www.tobaccoharmreduction.org)), 87% of lung cancer deaths can be attributed to tobacco use. Besides lung cancer, tobacco use also causes increased risk for cancer of the mouth, nasal cavities, larynx, pharynx, esophagus, stomach, liver, pancreas, kidney, bladder, uterine cervix, and myeloid leukemia. However, our legislature seems to think that it is okay to use smoke and smokeless tobacco.

Not only does tobacco put you at risk of about all forms of cancer, it also puts you at risk for heart disease. Most people actually don't realize that more smokers die of heart disease than of lung cancer. Smokers have twice the risk of heart attack than nonsmokers. Nearly one-fifth of all deaths from heart disease are caused by smoking. If you added up all the amounts and percentages that tobacco causes, it would be unreal. However, we have ads encouraging us to become tobacco users. Tobacco is more responsible for more deaths of people in the United States than drunk driving is. However, drunk drivers are

writing shows an attempt to maintain focus

Some awkward sentences within the article but overall shows control of sent. structure

Some effective transitions

Lots of irrelevant details throughout - causes lapses in coherence + focus

Some depth of idea development is evident but lacks specific relevant details / support (from rubric)

charged with murder and sentenced to life in prison if they kill someone, and TOBACCO producers are sentenced NOTHING! Why are we allowing this! Like drunk drivers, tobacco can kill innocent people, with second hand smoke, or babies who have mothers that smoke while they are pregnant.

Each year about 3,000 nonsmoking adults die of lung cancer as a result of breathing secondhand smoke and causes and estimated 35,000 deaths from heart disease in people who are not current smokers, reported by the website.

([http://www.cancer.org/docrot/PED/content/PED\\_10\\_2x\\_Tobacco-Related\\_Cancers\\_Fact\\_Sheet.asp?sitearea=PED](http://www.cancer.org/docrot/PED/content/PED_10_2x_Tobacco-Related_Cancers_Fact_Sheet.asp?sitearea=PED))

If an intoxicated person can be sentenced to prison for life, then why aren't smokers sentenced to prison for causing these deaths? Why is it legal to smoke around innocent people and eventually kill them? Did you know that women who smoke or are around smokers while pregnant subject their unborn child to significantly increased health risks? The site estimates that nearly 14% ([www.cancerfactsandfigures2007.com](http://www.cancerfactsandfigures2007.com)) of premature deliveries and 10% of infant deaths are the result of smoking mothers and nonsmoking mothers who are introduced to secondhand smoke.

However, we have people argue that tobacco is not as harmful as illegal drugs. They state that a lot of people are trying to mislead you about tobacco. That nicotine is not very bad for you, and neither is tobacco, as long as it's not on fire, because anything that is burning is bad for you. They also state that the danger of smoking tobacco is entirely due to inhaling concentrated smoke, which is true, which according to ([www.cancerfactsandfigures2007.com](http://www.cancerfactsandfigures2007.com)) is what killed 160,390 people in 2004. However, they keep marketing tobacco in all shapes and forms. Now they have even came up with *smokeless pouches* which does not introduce you completely to the tobacco. We now have *light* cigarettes. Producers are now marketing products that are supposed to take the carbon monoxide out of cigarettes for the consumer smoker. Even though they are trying to help matters, we still need more. We need tobacco to be banned.

I applaud whoever made the commercial of the ice sculpture mothers that are melting away because of tobacco use and their babies are the ones who are at loss. I understand that a lot of our agriculture economy depends on growing tobacco, but once upon a time agriculture grew marijuana plants too, and now that's illegal.

demonstrates some voice

attempts to use internal citations rather than URL, author or title of website needed

long URLs often interfere with focus on communication and/or coherence

some issues with sentence fragments / run-ons

lack of transition confuses reader lapses in focus

not a logical argument

irrelevant detail

Relative to length and complexity, errors do not interfere with communication

With all of the proof pushed under the official's noses, you would think they would step up and say enough is enough, but they're not.

Therefore, I am asking you, **the smoker** to stop, put out the cigarette and help me parade around protesting tobacco. If "they" are not going to do anything about it, "we" will have to. It's time we create organizations against tobacco, like MADD (Mothers Against Drunk Drivers.) It is time we create rehabs and support groups for those who are trying to quit, and it's time that we declare tobacco as a drug, and call it illegal.

attempts to  
clarify / conclude  
purpose and  
audience

overall,  
grammar/usage  
and correctness  
are controlled;  
word choice  
is acceptable

audience?

Is it the smoker,  
general public,  
legislators??

audience seems to  
shift.

### Sources:

<http://stepupnc.com/know/effects.com>

[http://www.cancer.org/docrot/PED/content/PED\\_10\\_2x\\_Tobacco-Related\\_Cancers\\_Fact\\_Sheet.asp?sitearea=PED](http://www.cancer.org/docrot/PED/content/PED_10_2x_Tobacco-Related_Cancers_Fact_Sheet.asp?sitearea=PED)

[www.tobaccoharmreduction.org/faq/harmreduction.htm](http://www.tobaccoharmreduction.org/faq/harmreduction.htm)

[http://mayoreasearch.mayo.edu/mayo/research/nicotine\\_research\\_center/pregnance.cfm](http://mayoreasearch.mayo.edu/mayo/research/nicotine_research_center/pregnance.cfm)

[www.cancerfactsandfigures2007.com](http://www.cancerfactsandfigures2007.com)

list of sources is  
incomplete information  
for a reference bibliography  
of cited sources.

- Irrelevant details  
(commercial, etc.)  
detracts from focused  
idea development

attempt at narrowed purpose - walking in the path of a person with autism *Walking the Path of...* **Asperger Autism**

title helps establish purpose

Spelling error - consistent throughout

Bv; N \_\_\_\_\_ T \_\_\_\_\_

Background/Context for writing helps lead reader into writing

Establishes a purpose but not completely maintained throughout

Ex. of transition between and within sentences

In today's society, we are becoming more and more aware of the deficiencies that are out there affecting people. These deficiencies range from people who are born with defects from Down Syndrome to moderate and extreme cases of Autism, and whether we know it or not, people all around us know at least one person who suffers. However, do we ever really know the affects of these defects? When people stop and stare at someone who doesn't perhaps look a certain way or talk in a certain dialect, do they actually know the way it feels to walk in those shoes? Take a journey... walk in the path of someone who suffers from Asperger Autism for one day; learn how those diagnosed with the syndrome and their families cope with the twists and turns of life on Earth in many ways you and I do.

### Describing Asperger Autism

When asked what the term Asperger Autism is, some may give a blank stare. This is simply because Asperger Autism is not a well known condition. However, 1 in 150 individuals is diagnosed with autism every day. This makes it more common than pediatric cancer, diabetes, and AIDS combined. (<http://www.autismspeaks.org/whatisit/index.php>) Shocking huh? Asperger Disorder, in fact, is a milder condition of Autistic Disorder. A person diagnosed with Asperger Syndrome is categorized

subheadings help organize sections of article

with a condition marked by impaired social interactions and limited repetitive patterns of behavior. (<http://www.healthline.com/adamcontent/asperger-syndrome>) This means someone who does not interact well with others, or behaves in the same manner numerous times; rocking back and forth or repeating a word.

### The Cause and Effect of the Syndrome

Asperger Autism's specific cause is still as unknown to medical examiners as it is to the society of the world. Some suggest that the disease is caused by genetic factors, while others claim a prenatal infection may be to blame. Even though the cause of this syndrome may not be discovered, the effects are very visible. Although, those born with this specific type of Autism are mostly anti-social, many have above-average intelligence. In fact, many excel in subjects like computer programming and science. Though these children are born with Autism, there is no detection of delay in their development of age-appropriateness. Most of these cases involve those who suffer from no delay of language development. (<http://www.healthline.com/adamcontent/asperger-syndrome>)

some errors but they do not interfere with communication over all

logical, effective transitions demonstrates variety of sentence structures

However, these cases do involve symptoms those diagnosed suffer on a

sections of article (describing Asperger's and Cause and Effect) demonstrate lapses in focus and coherence.

daily basis. Not only does a person with Asperger disorder suffer from social isolation, but they may also encounter peculiar speech habits due to abnormalities of inflection and repetitive pattern. Autistic sufferers may also experience clumsiness in both their articulation and gross motor behavior. Those considered Autistic may also find interest in the smaller things in life, perhaps how a part on a toy moves, or the sound of a word rolling off the tongue. Although in no way can these children be considered any different than anyone else. However their lifestyles must become more adaptive to those around them.

(<http://www.ummmed.edu/pub/o/ozbayrak/aspelin.html>)

### The Life of Autism

Living with someone who has Asperger may be more of an adaptation, but isn't living with anyone an adapting process? Under the same roof we must learn what the other's likes and dislikes are, just like anyone who is in the environment with an Autistic person must do. "Autism Every Day" is a film which shows how families deal with the disorder. Producer of the documentary and mother of an autistic son, Lauren Thierry states "Autism Every Day was about stating the case that autistic children, who are deprived of so much in life, deserve compassion *not* scorn." After viewing the video, one must agree with Thierry when she said "autism is not a behavioral problem or a matter of a parent not being able to control his or her child, but a neurological disorder that a child could not help."

(<http://abcnews.go.com/GMA/print?id=228631>) When the outside world is

welcomed into the situation like Thierry with her 4-year-old autistic son, and others in the film, the audience has a better appreciation for the patience the families have with the children. Like my mother has always said "love takes time."

([http://www.autismspeaks.org/sponsored\\_events/autism\\_every\\_day.php](http://www.autismspeaks.org/sponsored_events/autism_every_day.php))

There is no single treatment designed for children with Asperger Autism, due to the "high functions" of a child diagnosed with the syndrome. Although, according to the organization Autism Speaks, an Autistic child is born every 10 minutes just in the United States alone.

(<http://abcnews.go.com/GMA/print?id=228631>) Therefore, it is important that we all become aware of this syndrome. With so many cases in the U.S., many wonder how you treat something that has an unknown cause. Most cases respond best to highly structure behavioral programs. Therapy may also be an option for a parent with an autistic child. Basically, teaching a child how to socially interact from the first day of diagnosis is a major milestone. The most important thing, like with any child, is teaching children they can put their love and trust into parents, therapists, doctors, teachers, and etc. It is also recommended that those with Autism be placed in as natural environment as possible. With the Individuals with Disabilities Education Improvement Act, this could be made possible. The law mandates that the state provide all eligible children with a free and appropriate public education that meets their unique individual needs. Medications (which may include anti-depressants) could be prescribed if medical examiners find it necessary. (<http://www.autismspeaks.org/howto/cope/index.php>)

ideas are somewhat developed but some are irrelevant details/sentences

coherence within paragraphs show some lapses

control of grammar/usage and punctuation throughout

rhetorical question shows attempt to communicate with audience



## Growing with Autism

Not only does a child with Asperger need the devotion from the parent(s), but the parent(s) will need the love and devotion of family and friends as well. With raising any family it is a rollercoaster from day one! Although it can be extremely incapable sometimes for the parents, it is even more difficult for the child who is suffering. As with any child, even those with Aspergers', learn the isolation their disadvantages have placed upon them. Life can become especially difficult if teasing from peers or society takes place. A person with Asperger Autism can receive tremendous success in the future; therefore, like every parent, it is important to stay consistent with support from those who surround an Autistic child.

As the Earth turns the path grows longer, and as the path grows, we all must continue to travel. Even though there will be hills, take time from your busy schedule to put your feet in another person's shoes. Stop and walk with an Asperger Autistic person, explore the small wonders of the world. Watch the butterflies wings flutter up and down, and truly explore how wonderful one small movement can be. Just because we are all not on the same emotional and social level, this doesn't mean we all can't take a walk on the same path, just for one day!

surface characteristics of article but lapses in focus; some organizational problems

## SOURCES:

- <http://www.autismspeaks.org/whatisit/index.php>
- <http://www.healthline.com/adamcontent/asperger-syndrome>
- <http://abcnews.go.com/GMA/print?id=2286321>
- [http://www.autismspeaks.org/sponsorevents/autism\\_every\\_day.php](http://www.autismspeaks.org/sponsorevents/autism_every_day.php)
- <http://www.ummed.edu/pub/o/ozbayrak/aspelin.html>

a simple listing of sources provides incomplete information necessary to sufficiently document sources used

initial purpose of "walking in the shoes" is not developed throughout; lapses in focus

some repetitive details

some unnecessary or irrelevant



**2009 Training Portfolio Rationale**

Portfolio Title: *My Gift to You, Grandma*  
Grade 12

**Reflective Piece Title—Born to be Literate**

3 Content (3, 3, 3)

The title and first paragraph establish a focused purpose of examining literacy development by connecting reading experiences to writing growth and development. Likewise, the writing stays focused on this purpose from the beginning of this personal essay to the end. Overall, the writing communicates with its intended audience by addressing the reader's needs for understanding (e.g., using specific examples, making connections to literacy experiences). There is a depth of idea development throughout the personal essay, and the writing conveys many examples of the writer's voice (e.g., "My parents claim to this day that they have heard at least a hundred versions of "Little Red Riding Hood" from the author herself, ME!").

3 Structure (3, 3, 2)

Overall, the organization of this writing sample is logical and coherent utilizing effective transitions from paragraph to paragraph and among sentences within those paragraphs. The sentence structures are sometimes awkward or convoluted indicating only "some control of sentence structure" throughout the writing (e.g., "Like I said before, every story I would read, I would change, and put it into my own words, as if I had actually rewritten the whole thing" and "However, unlike me, there are many who do not feel the same, because I am sure that it all did not begin for them from day one").

3 Conventions (3, 3, 2)

The writing demonstrates control of grammar and usage, as well as acceptable word choice relative to the length and complexity of the piece; however, the writing demonstrates problems with correctness, particularly in regard to the overuse of commas (resulting in run-on sentences) and the use of a comma instead of a semi-colon in places. This correctness problem is significant enough to indicate a score of "2" for this indicator. Overall, however, the subdomain score remains a "3."

**Instructional Implications**

Teachers may choose to use this sample during instruction to

- discuss alternate ways of approaching reflecting on literacy
- examine the use of narrative to fulfill a transactive purpose

**Training Portfolio 2009—*My Gift to You, Grandma***

**Personal Piece Title—My Gift to You, Grandma**

**3** Content (3, 3, 2)

The writing establishes a focused purpose through the title and opening paragraph. Her grandmother's story engages a reader and helps to communicate the purpose. This purpose—the narrator's experience with the grandmother and what she learned because of it—is met and the writing communicates adequately with the audience; however, the idea development is unelaborated in places, especially when the narrator shifts to a discussion about the gifts she will to her grandmother causing a shift in structure (see structure score). The writing conveys appropriate voice for a memoir.

**2** Structure (2, 2, 3)

The writing demonstrates some difficulty with organization as there is a structural shift that occurs when the narrator begins to describe gifts she will give her grandmother. The writing does not clarify how the gifts were obtained and where they came from. The absence of transitional elements in the latter part of the memoir causes a lapse in coherence. Overall, the writing demonstrates control and variety in sentence structure.

**3** Conventions (3, 3, 3)

Although there are a few examples of incorrect usage (e.g., "But not being no story teller,"), overall, the writing demonstrates control of grammar and usage. Likewise, the writing shows some uses of imprecise word choice (e.g., "I taped every aspect of the beach. . .") and some misuse of some punctuation (e.g., comma usage), these mistakes do not interfere with a reader's understanding. At times, the writing exhibits more sophisticated punctuation used correctly (e.g., "*I bet she was beautiful*" in italics and punctuation marks indicating dialogue). Overall, this writing sample demonstrates control of correctness (spelling, capitalization, punctuation, abbreviation, and documentation) relative to length and complexity.

**Instructional Implications**

Teachers may choose to use this sample during instruction to

- discuss the connections between focus, purpose, idea development and structure (noticing shifts and how to address this in revision)
- explore various organizational structures (rather than "The first gift. . .," "The second gift. . .," "The third gift. . .").

**Training Portfolio 2009—My Gift to You, Grandma**

**Transactive Piece Title—Health Weekly: The Illegal Drug**

**2** Content (2, 2, 2)

The writer attempts to establish a focused purpose, but demonstrates some lapses. For example, there is an attempt to communicate and persuade the reader that tobacco should be illegal. However, the audience shifts at times (Is the audience the smoker? The general public? the legislators?) The writing shows some depth of idea development, but there are some lapses in focus because of extra details (e.g., the commercial).

**2** Structure (2, 2, 3)

The writer demonstrates logical, coherent organization with some lapses in coherence. The writing is organized around sections—appearance, effects, addiction, high risk of diseases—but these sections do not function completely to develop the main focus. Some effective transitional elements are evident but other transitions seem missing causing the reader some confusion (e.g., jump from “We need tobacco to be banned” to the next paragraph beginning “I applaud whoever made the commercial of the ice sculpture mothers that are melting away. . .”). While there are a few awkward sentences, the writer demonstrates an overall control and variety of sentence structure.

**3** Conventions (3, 3, 3)

The writing demonstrates control of grammar and usage relative to length and complexity. While there are some minor errors, they do not interfere with understanding. The writing in this article utilizes acceptable word choice and demonstrates overall control of correctness.

**Instructional Implications**

Teachers may choose to use this sample during instruction to

- help students experiment with different leads
- revise to eliminate irrelevant detail
- teach more effective methods of documentation and embedding citations within article text (e.g., signal phrases, name of document instead of URL).

**Training Portfolio 2009—My Gift to You, Grandma**  
**Transactive Piece Title (with analytical/technical focus)—**  
Walking the Path of . . . : Asperger Autism

**2** Content (2, 2, 2)

This article begins overly general (“In today’s society, we are aware of the deficiencies that are out there affecting people”) but narrows its focus in the latter part of the first paragraph—“walking in the shoes” of a person with Asperger’s Syndrome. However, this purpose is not sufficiently developed within the article as the focus shifts away from the established purpose. The writing moves from the purpose to a description of the syndrome and a cause and effect section demonstrating some lapses in focus. The article form and use of subheadings demonstrate the student applying some characteristics of the genre. A reader would expect a stronger focus with specific details and support within the article genre. This indicates only “some awareness of audience’s needs.”

**3** Structure (2, 3, 3)

The organization of this writing sample is logical—an introduction, a body divided into subsections, and a closing—but the sections that make up the body of the article do not completely connect to the established purpose causing lapses in coherence. The writing demonstrates logical and effective transitional elements between and within paragraphs. Overall, this writing sample demonstrates a variety of sentence structures.

**3** Conventions (3, 3, 3)

Overall, correctness issues are controlled (e.g., spelling, capitalization, punctuation, abbreviation). However, documentation is incomplete and problematic (e.g., internal citations for URLs disrupt the flow of the writing, a list of sources rather than a complete bibliography).

**Instructional Implications**

Teachers may choose to use this sample during instruction to

- lessons on organization and coherence
- help students with more appropriate and complete documentation.